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ABSTRACT

Intended for classroom teachers at all levels and for undergraduate students in teacher education programs that included a practicum or field experience, this book provides both a guide and a resource for meeting the needs of readers experiencing difficulty. This fourth edition focuses on providing teachers with techniques for recognizing readers with difficulties; identifying readers' specific strengths and needs; and planning instruction that takes into account the special talents and multiple intelligences of students. New to the fourth edition are inclusion of guidelines for observing multiple intelligences; attention to multiple intelligences and technology applications; an updated bibliography of children's literature; and a new appendix of Internet web sites. Chapters are: (1) Fundamental Aspects of the Reading Process and Corrective Reading; (2) The Analytic Process: Its Nature and Value; (3) The Analytic Teacher; (4) Reading-Related Factors; (5) Assessing and Evaluating Reading Performance with Indirect Measures; (6) Assessing and Evaluating Reading Performance with Direct Measures; (7) The Reading/Writing Connection; (8) Word Recognition; (9) Reading Comprehension: Foundations; (10) Reading Comprehension and Strategic Reading for Narrative Text; (11) Study Skills; (12) Strategic Reading for Expository Text; and (13) Literacy Instruction in Linguistically Diverse Classrooms. Contains over 700 references. Appendixes discuss weekly progress reports, useful web sites, books to build self esteem, text readability, instructional environments, gathering affective information, stages in spelling development, scoring systems for writing, a picture book, and useful phonics generalizations. (RS)

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